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ABSTRACT

This junior high teaching unit, Careers Now, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students discover that they have many areas in which they can actually earn money now and that they may do so within the practical limitations of present law and their personal abilities. (This unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
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Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS NOW

A Link To All Twelve Career Clusters

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A Link To All Twelve Career Clusters:

CAREERS NOW!

RATIONALE

For most young people the world of work has little relationship to the world of learning. Most feel that it is unreal, distant and somewhat fearful. In this unit the student should discover that he has many areas in which he can actually earn money now and that he may do so within the pratical limitations of present law and his personal capabilities.

GOALS

In this unit students should:

-Develop positive, strong, self-image of personal potential.

-Understand and build upon avocation--vocation relationships.

-Learn to reach toward the work he wants rather than accept the job he finds.

-See correlation in educational skills and career opportunity and success.

-Attempt to creat a demand for his services where none seems apparent.

-See careers as challenging choices that may change but can be built upon present activities.

PERFORMANCE OBJECTIVES

Students will be able to:

-Make indepth inventories of personal potential from "can do" to "like to do."
-Know the legal requirements of youth employment.
-Obtain social security cards.
-Identify areas of possible present employment.
-Write good "Job Wanted" ads.
-Develop a general vocabulary for job seeker.
-Develop a specific vocabulary for job area.
-Survey immediate neighborhood opportunities.
-Identify their own talents, skills and interests.
-Participate positively in oral interviews.
-Make a sign or posters that are informative, appealing and creative
-Give brief talks on their ability in some area of the marketplace.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIAL

Newspapers
Tapes and Recorder
Art Materials
Task Cards
Resource Persons

- -Parents
- -Friends
- -Community (business)
- -Staff

AVAILABLE IN THE INSTRUCTIONAL RESOURCE CENTER: KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE.
(Please preview first, to be certain of suitability for specific students and situations.)

Films: MP 661 Job Interview: Three Young Men
MP 660 Job Interview: Three Young Women
FS 1169 Look At Your Future

COMMUNITY RESOURCES

Mr. Green at Sears will set up mock interviews; 832-2111.

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

   A class discussion or informal written inventory should center on these topics:

   a. Are you self-supporting? Do you think you could be?

   b. If you were self-supporting now, what would it mean in terms of your future?

   c. What jobs do students you know have?

   d. How did they get these jobs?

   e. How much do they earn?

2. YOUR PERSONAL POTENTIAL FOLDER

   Start a folder in which you will keep all of the important papers from this unit. Label it, decorate it, make it uniquely yours. This is your PERSONAL POTENTIAL FOLDER, a record of what you learn about yourself and the world of work now.

   To begin, write a paragraph in which you outline exactly what you could do to earn money this summer. Consider your present abilities and experience--and you may not consider working for a relative. How would you get the job? How much would you earn? Would you enjoy it?

3. LOOK AT YOURSELF AND YOUR ACTIVITIES

Make a list of things you did today, in school and out, that somewhere, someone got paid for. Did you type a letter? Play in the band? Participate in a sport? Fix something? Take care of someone? Paint something? Brainstorm this list with yourself and with other students if you can--think of anything that someone gets paid for.

Now put a star (*) beside the activities you enjoyed most. Put a check (✓) beside those that you think you could do for money this summer.

YOUR CHOICE:

4. I CAN . . . I COULD

Make a list of the things you can do now. How can you put those skills and talents to work? Look at some of the example below:

I CAN DO	I COULD DO
SPORTS	
Swim	Give lessons Guard or clean pool
SKILLS	
Type Sew	Mend, make
ANIMALS	Train, wash, clip, feed, exercise, board, love, water

Make your own list. Be thorough--put down all the possibilities you can think of. Don't forget to keep these papers in your PERSONAL POTENTIAL FOLDER.

5. COOPERATIVE VENTURE

With three or four other students, meet as a group to select a business venture in which you could share time, talent, responsibility, profit. Could you give children's parties? Begin a craft ship? Grow and sell vegetables? Dog- or cat-sit? Your ideas should fit you. Select a chairperson, decide on a name for your business, prepare your publicity, report to the class. Do you think it might work? How much money would you make?

6. GET OUT THE WORD!

An important part of job-finding is making yourself known--the art and craft of PUBLICITY. Choose one of the following activities to publicize your individual or group job choice.

a. Make a poster or sign in which you advertise your skill or service. Include a special appeal, a REASON WHY the reader should use your skill. Also include your name, and how and where you can be contacted. You might want to incorporate a pad or tear-off sheets with your name and address, so that people can take your information home.

b. Write a two-line ad for a newspaper describing your services. Be positive--you have a lot to offer! Include your name, location, fee, and something extra to make your ad stand out. Check the fees for advertisements in several newspapers. In what paper would your ad cost least? In what paper would it draw the most readers?

c. Prepare a talk presenting yourself to a prospective employer. Don't beg for a job; declare your abilities for a position! Include your qualifications, experience, salary expected, etc., to make a confident statement about yourself.

PRACTICE with a mirror. What does your posture say about you?

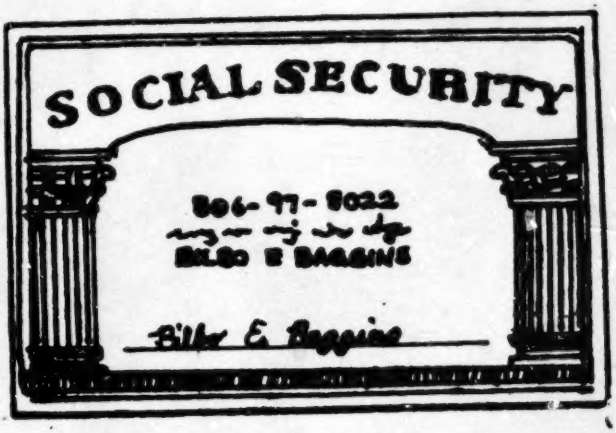
PRACTICE with a tape recorder, and develop a strong, confident voice.

PRACTICE with a friend, and make eye contact with your listener.

Your practice will pay off in a more confident you!

7. WHAT DOES THE LAW SAY?

Check in your career center for information on laws controlling working hours and conditions for junior high school students. OR - call the State of California Employment Development Department (327-1491) and ask that information regarding employment of minors be sent to you. Share this information with members of your class.



8. SOCIAL SECURITY--WHO NEEDS IT?

Many employers are required to pay part of a worker's wages into Social Security, and you may need to obtain a Social Security card in order to begin working. So--get one! First, check in your career center for help in obtaining an application blank. If the material you need is not available at your school, call the Social Security Administration at 861-4241 and ask that an application blank be sent to you. Who benefits from Social Security? Report to your class on your efforts.

ALL:

9. POST-TEST--PUTTING IT ALL TOGETHER

A resumé is a description of you which contains all the information about you that an employer needs to know. Now that you have developed your personal potential folder and know a lot more about putting yourself in the working world, put it all together. Prepare your resumé.

Make a rough draft first, following the resumé form contained with this unit. Check your rough draft for completeness, spelling, accuracy. Complete a neat copy (typed, if possible) on the form provided. This is the final page in your Personal Potential Folder, and the beginning of your career--now!

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PERSONAL RESUME

NAME:

ADDRESS:

TELEPHONE: SOCIAL SECURITY NUMBER:

DATE OF BIRTH:

SCHOOL NOW ATTENDING AND GRADE:

I CAN PUT THESE SKILLS TO WORK:

I WOULD LIKE TO FIND EMPLOYMENT AS A:

REFERENCES: List names, addresses, telephone numbers of three adults (<u>not</u> relatives) who know you well. You may include teachers, neighbors, people for whom you have worked.

ADDITIONAL INSTRUCTIONAL ACTIVITIES

Don't let your interest in careers <u>now</u> end here! The following instructional activities have been included to give you more ideas for employment potential. Pick those which seem most appropriate for <u>you</u>, and follow through with them. Make your own opportunities for employment.

USING SIGNS AND ADS FROM STUDENTS IN CLASS, COMPILE YOUR OWN "YELLOW PAGES" CAREER DIRECTORY, OR "WHERE TO HIRE" LISTINGS.

PRESENT IT TO YOUR CAREER CENTER

WHAT ITEMS IN YOUR DIRECTORY COULD BE CROSSINDEXED, HOW ?

TRY IT !

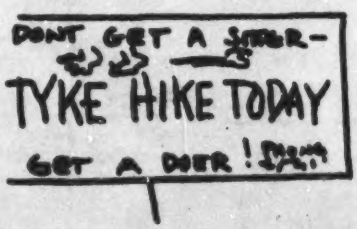
YOU'LL LIKE IT !

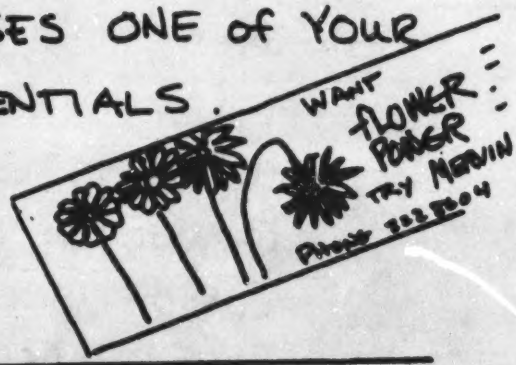
MAKE 2 AN ADVERTISER'S VOCABULARY LIST of GOOD TERMS AND THEIR TRANSLATIONS !

TREASURE HUNT - GARAGE CLEANING
NEW LOOK - WINDOWS WASHED
GONE TO THE DOGS - PET CARE
CLEAN SWEEP - - - - - ?
FLOWER POWER - - - - - ?
HAVE HAPPY HOUR - - BABY SIT
- - - - - - - - - MUSIC LESSONS
FLOUR POWER COOKIE SALE
BACK TALK - - - ANSWERING SERVICE

TRY YOUR OWN !
HELP SOMEONE ELSE !

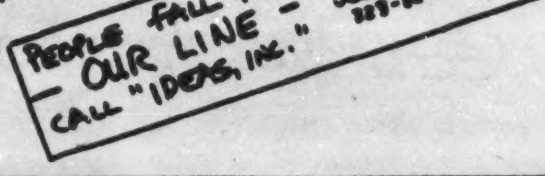
Ⓐ MAKE A BUMPER STICKER, HANDBILL, OR WINDOW CARD THAT ADVERTISES ONE of YOUR CAREER POTENTIALS.





Ⓑ MAKE ONE ↑ FOR SOMEONE ELSE WHO HAS LESS TIME OR TALENT. INCLUDE YOUR CREDITS ON CARD, SUCH AS "ADVERTISING BY IMA STUDENT"

Ⓒ MAKE ONE ↑ ADVERTISING YOUR BUMPER STICKER, HANDBILL, OR WINDOW CARD BUSINESS ↑



WALK AROUND YOUR OWN NEIGHBORHOOD. LIST ITEMS THAT NEED ATTENTION THAT <u>YOU</u> COULD DO.

EXAMPLES . . . .

FENCE NEEDS PAINTING
WINDOWS WASHING
GRANDMA NEEDS GROCERIES
JUNIOR IS LONESOME
FIDO NEEDS EXERCISE
PORCH FURNITURE PAINTED

RING SOME DOORBELLS -
MAKE THEM AN OFFER
THEY CAN'T REFUSE !

RECORD RESPONSES !

GOOD LUCK !

INVITE A SPEAKER TO CLASS ON A TOPIC RELATED TO THIS UNIT.

VISIT YOUR NEAREST HIGH SCHOOL CAREER CENTER.

VISIT YOUR OWN CAREER CENTER

INTERVIEW 5 ADULTS ON "MY FIRST JOB"

INTERVIEW 5 ADULTS ON "FIRED!"

PICK ANY TWO! OR ALL!

VISIT LOCAL SHOPPING AREA. WALK AROUND A STORE, OFFICE, OR OTHER

(a) BUSINESS. FIND AND LIST THREE THINGS THAT NEED TO BE DONE - - - -

EXAMPLES - SWEEP WALK, UPDATE SIGNS, RETURN CARTS, RESTOCK SHELVES, WASH WINDOWS, ETC.

(b) THINK of TWO THINGS THAT WOULD BE AN IMPROVEMENT - - - -

EXAMPLES -

CHAIRS OR BENCHES FOR WAITING CUSTOMERS

"CALL A CAB" SERVICE

HOME DELIVERY, ETC.

(c) WRITE THEM A LETTER IN WHICH YOU SUGGEST THE ABOVE!

LIST ALL THE JOBS
YOU CAN THINK OF
THAT DO NOT REQUIRE
ANY . . . . .

READING
OR
WRITING
OR
ARITHMETIC !

abcdefghi

$\frac{1}{3} \times 1$ $4 \times 2 = ?$ $6 + 3 \times 2\frac{1}{2}$

R. ? !

CLASS ACTIVITY

MAKE A CAREER" CLASSIFICATION " LIST. PLACE ALL OFFERINGS INTO GROUPS .....

example .....

1. PEOPLE
   - A. CHILD CARE
   - B. TUTOR
   - C. SENIOR CITIZENS
   - D. DOMESTIC

2. ANIMALS
   - A. BOARD
   - B. TRAIN
   - C. EXERCISE

3. CRAFTS

ETC !

THIS NEEDS THINKING !

LIST ALL THE JOBS YOU CAN THINK OF THAT YOU CAN DO IN YOUR OWN HOME OR YARD.

LIST ALL THE METHODS OF TRANSPORTATION AVAILABLE TO YOU (THEORY OF RELATIVITY OUT - YOU ARE ON YOUR OWN!)

MAKE AN

I CAN

LIST, SHOWING YOUR LIMITLESS POTENTIAL !

DELIVER
PHONE
IRON
WALK
READ
BIKE
WASH
SING
PIANO
WRITE
SWIM
SEW
CLEAN
HOE
PLANT
PAINT
RAKE
WEED
BAKE ~
SEED
HABLA ESPANOL
SAIL BOAT
BUILD
FIX
REMOVE
RIDE HORSE
SHOP
KNIT
COLLECT
TENNIS
COOK
SELL

MAKE A POSTER

WITH A LIST of

"DO" SIGNS.....

example ..

DO BELIEVE IN YOU!
DO SPEAK UP!
DO LOOK NEAT!

AND A LIST OF

"DON'T" SIGNS .....

example

DONT ASK FOR WORK, OFFER YOUR SERVICES.
DONT BE LATE.

ETC.

(a) SURVEY LOCAL ESTABLISHMENTS AND INQUIRE ABOUT YOUTH HIRING PRACTICES.

(b) BRING IN A WORK PERMIT

(c) FIND AND LIST ANY OR ALL JOB PLACEMENT ORGANIZATIONS FOR YOUTH IN THIS AREA.

SHARE THE ABOVE INFORMATION WITH CLASS !

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FIND NEWS ARTICLES ON YOUNG PEOPLE AND CAREERS

MAKE A BIBLIOGRAPHY USING READERS' GUIDE ON THE SAME TOPIC.

MAKE A BIBLIOGRAPHY ON HANDICAPPED YOUNG PEOPLE AND CAREERS.

INTERVIEW SOMEONE
WHO HIRES YOUNG PEOPLE.

WHAT TURNS HIM OFF ?

WHAT DOES HE LOOK FOR
FIRST
SECOND
THIRD ?

HIS BEST ADVICE IS.....

MAKE A LIST OF

SPECIAL EFFORT

TECHNIQUES

TO SECURE EMPLOYMENT,
SUCH AS .....

MAKE THEM AN OFFER
THEY CAN'T REFUSE !

OFFER TO WORK FREE FOR
ONE WEEK (TRY NOW, HIRE LATER)

GIVE FREE SAMPLE (FUDGE, POT HOLDER ETC.)

HAND OUT CARDS INTRODUCING
YOURSELF

GET TESTIMONIALS -
(mom says I'm the GREATEST!)

MAKE A TAPE RECORDING OF A FAVORITE CHILDREN'S STORY. HAVE OTHERS READ PARTS, USE SOUND EFFECTS. INSERT THE CHILD'S NAME IN THE TAPE IF POSSIBLE. USE IT TO ACQUIRE CHILD CARE JOB.

(b)

REMEMBER - EXTRA PAY FOR A SPECIAL WAY !

(OR b)

MAKE TAPE RECORDING OF PARENT TO PLAY AS MESSAGE TO CHILD TO INSTRUCT, TO REASSURE, OR JUST FOR FUN.

(OR c)

MAKE TAPE RECORDING of <u>TREASURE HUNT</u> FOR CHILD CARE (AT 7:30 FIND ONE JELLY BEAN, BRUSH TEETH AND LOOK FOR SECOND CLUE). ETC.

(a)

MAKE A LIST OF ITEMS

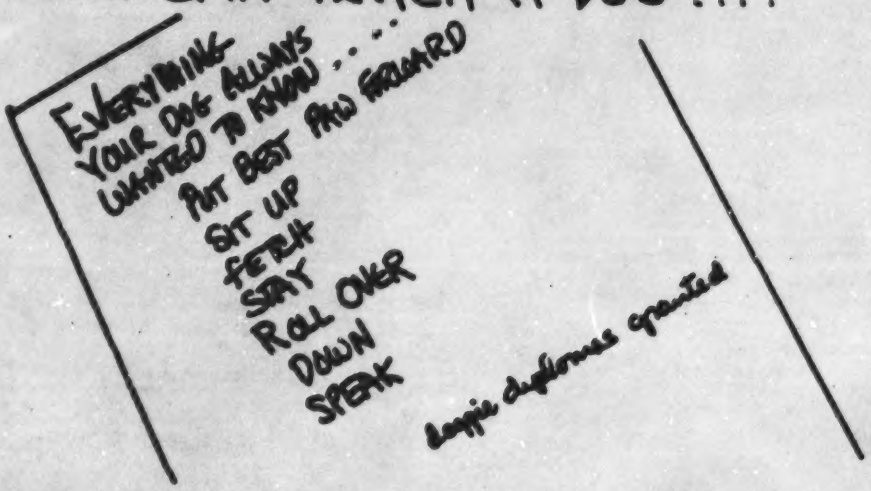
TO BE PLACED IN

EMERGENCY KIT

FOR CHILD CARE —

EXAMPLE - CRAYONS, JACKS, TOP, CLAY

(b) MAKE A LIST OF TRICKS YOU CAN TEACH A DOG....



OFFER THREE HOURS OF YOUR TIME TO HELP IN A NON PROFIT ORGANIZATION

EXAMPLE .... hospital
red cross
church
salvation army
good will
read to blind
many - many - many others

REPORT TO CLASS ON ABOVE.

FEEL GOOD ABOUT IT ?
OK, OFFER THREE MORE HOURS !
BETTER YET, BRING THREE FRIENDS !

30

MAKE A LIST of SERVICES YOU COULD OFFER IN SUMMER SCHOOL.

example ..... grading papers
Type
bulletin boards

MAKE A LIST of SERVICES YOU MIGHT OFFER A KINDERGARDEN TEACHER.

example ..... cut out letters
make craft boxes
change bulletin boards
listen to readers
playground help

MAKE A LIST of SERVICES YOU MIGHT OFFER A LIBRARIAN.

example ..... shelve books
clippings
story hour
etc !

LIST PLACES IN SAN DIEGO (OTHER THAN VETS) WHERE WORK WITH ANIMALS IS DONE.

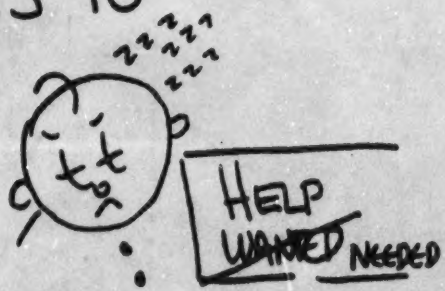
example .... ZOO - SEA WORLD - PET SHOPS - BACK YARD - HORSE RENTAL

LIST ANY SERVICES YOU MIGHT OFFER THE ABOVE THAT DO NOT VIOLATE THE LAW, OR REQUIRE ANY MORE TRAINING OR EDUCATION THAN YOU HAVE.

EXTRA ☆

CONTACT ONE OF THE ABOVE.

MAKE A CARTOON THAT RELATES TO THIS UNIT



MAKE A COMIC STRIP ABOUT YOUTH AND CAREERS

MAKE A CROSSWORD PUZZLE WITH CAREER OR EMPLOYMENT TERMS.

What do you get at the end of the first week-?

PAID
FIRED
TIRED
?

MAKE
A
TASK
CARD
FOR
THIS UNIT!

IT'S YOUR
TURN NOW!

—

THINK!!!

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CHALLENGE

(A3)

MAKE A GAME RELATING TO JUNIOR CAREERS.

START = JUNIOR HIGH SCHOOL

FINISH = JOB NOW !

BONUS CARDS = HONOR ROLL
DRAMA PRIZE
ARTICLE IN QUEST
MATH PRIZE
BEST ATHLETE
MATH AWARD

BUMMER CARDS = WARNING
REFERRAL
D OR F GRADE

BOOSTS = MONITOR TUTOR, TA, P.E. ASSISTANT, LIBRARY TIME

BUMPS = ABSENT, MISSING HOMEWORK, INATTENTION

↑ EXAMPLES ONLY - ↑

YOU'RE ON YOUR OWN ! GOOD LUCK !

CLASS ACTIVITY (B)

① USE A 3X5 INDEXCARD. ON IT WRITE A FICTIONAL PERSONAL PROFILE. INCLUDE NAME, AGE, SEX, SCHOLASTIC RECORD, ANY SPECIAL SKILLS, TALENT, INTEREST, TRAINING OR BACKGROUND (BILINGUAL, ETC.)

② EXCHANGE CARDS. STUDENTS READ CARD AND ACT AS CAREER COUNSELOR. GIVE ADVICE AND SUGGESTIONS AS TO EMPLOYMENT THIS SUMMER IN SAN DIEGO.

NOTE THIS MAY BE DONE BY INDIVIDUALS OR IN GROUPS.

CLASS ACTIVITY ©

DIVIDE INTO GROUPS.

EACH GROUP PREPARE A FICTIONAL PERSONAL PROFILE ON A TEEN AGE "HARD CORE UNEMPLOYABLE".

LIST DRAWBACKS, LACK OF SKILLS AND PERSONALITY PROBLEMS.

EXCHANGE PROFILES. EACH GROUP CONCENTRATE ON JOB TIPS AND ADVICE FOR THIS UNFORTUNATE SUBJECT.

GROUPS EXCHANGE INFORMATION

AND

ANOTHER LOSER MAY HIT A HOME RUN !

EVERYONE HAS JOB POTENTIAL ! FIND IT FOR